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Types of learning
experiences used in
teaching fifth grade social

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To the Graduate Council:

We are submitting herewith a research problem written by Mrs. Mabel Thomas entitled "Types of Learning Experiences Used in Teaching Fifth Grade Social Studies in Selected Schools of Montgomery and Robertson Counties." We recommend that it be accepted for three quarter hours' credit in partial fulfillment of the requirements for the degree under Plan 1B for the degree of Master of Arts with a major in education and a minor in a distributive content area.

F.G. Woodward

Director of Graduate Study

Willie Stevens

Major Professor

Harry R. Law

Minor Professor

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TYPES OF LEARNING EXPERIENCES
USED IN TEACHING FIFTH GRADE
SOCIAL STUDIES IN SELECTED SCHOOLS
OF MONTGOMERY AND ROBERTSON COUNTIES

A research problem submitted to

The Graduate Faculty of Austin Peay State College

in partial fulfillment of the
requirements for the degree of

MASTER OF ARTS IN EDUCATION

1953

by

Mabel Thomas
B. S., Austin Peay State College, 1951

AUSTIN PEAY
STATE COLLEGE
CLARKSVILLE
TENN

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CHAPTER I

THE PROBLEM

Statement of the Problem

The purpose of this study is to determine the types of learning experiences which are being provided for the fifth grade pupils through the social studies program in selected schools of Robertson and Montgomery Counties, Tennessee, and to find the types of learning experiences recommended by authorities in the field of social studies in its development. A comparison will be made of the types of learning experiences provided in the selected schools with those recommended by the authorities.

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Table	Page
1. Learning Experiences and How Often Used in Social Studies Activities by Children in the Selected Schools of Robertson and Montgomery Counties, Tennessee	3

Statement of the Problem

Today teachers in the public schools of Tennessee are seeking better ways of teaching. The teachers of this crucial period in the child's life are seeking a better understanding of the purposes of schools and the values which they should teach. Teachers are concerned to know what types of learning experiences are being provided for their pupils in helping boys and girls develop into well-adjusted, responsible members of all group life. They are seeking to know what types of learning experiences are being provided for their pupils in their activities.

THE PROBLEM

Statement of the Problem

The purpose of this study is to determine the types of learning experiences that are being provided for the fifth grade pupils through the social studies program in selected schools of Montgomery and Robertson Counties, Tennessee, and to find the types of learning experiences that are considered by authorities in the field of social studies to be desirable. A comparison will be made between the experiences used by the children in the selected schools and the ones found in literature to be desirable.

Importance of the Study

Today teachers in the public schools of Tennessee are seeking better ways of teaching. The demands of this crucial period in history require careful consideration of the purposes of schools dedicated to the promotion of democratic values. Teachers are compelled to make sound choices concerning the types of learning experiences which will be most effective in helping boys and girls satisfy their urgent and continuing needs for becoming well-adjusted individuals and intelligent, constructive members of all group life of which they may be a part.

Evaluation must be made of the immediate learning experiences that are being provided for children in their activities before improvement can be made.

Fifth grade social studies were used in this study because that is the grade and area of instruction that is of most interest to the person making the study.

This study makes a limited comparison of learning experiences that are considered to be desirable by authorities in the field with the ones that are being used in teaching fifth grade social studies in selected schools of Robertson and Montgomery Counties.

Organization of the Study

The first chapter of this study contains the statement of the problem, the importance of the study and the organization of the report.

The second chapter deals with related literature in the field of social studies and includes an introduction and summary.

The third chapter contains the sources of data and the procedure of study.

The fourth chapter presents the data gathered by the questionnaires, an analysis of the data and a discussion of the findings.

The fifth chapter includes a summary of the findings and conclusions.

TABLE I

LEARNING EXPERIENCES AND HOW OFTEN USED IN SOCIAL STUDIES ACTIVITIES
BY CHILDREN IN THE SELECTED SCHOOLS OF
ROBERTSON AND MONTGOMERY COUNTIES, TENNESSEE

	Often	Seldom	Never
<u>I. Group Planning</u>			
1. Planning by children under the direction of the teacher	9	1	1
2. Planning by committees of the children's choice with the teacher as a helper.	4	7	
<u>II. Oral Participation and Listening Experiences</u>			
1. Class discussion	10		
2. Panels, round tables, forums or town meetings	4	2	1
3. Presenting reports, floor talks or informal lectures	10	1	
4. Dramatizations	6	5	
5. Broadcasts		4	2
<u>III. Music Activities</u>			
1. Listening	11		
2. Singing	11		
3. Playing instruments	2	5	1
4. Rhythms	8		
5. Creating	5	2	2
<u>IV. Drawing, Construction and Exhibit Experiences</u>			
1. Illustrations (Making).	9	1	
2. Costumes (Making)	3	4	2
3. Mounting pictures	7	4	
4. Interpreting statistical information by graphs and charts	7	2	
5. Making cartoons and comic strips	5	2	2
6. Preparing models and collections	9		1
7. Using exhibits	9		1

TABLE I (CONT.)

FOR TEACHING SOCIAL STUDIES FOUND IN LITERATURE

	Often	Seldom	Never
V. <u>Written Experiences</u>			
1. Factual reports of research	9	1	1
2. Written projects involving combination of facts and imagination	9	1	
3. Expressions of opinion with supporting evidence	9		
4. Taking notes	9	1	1
5. Communication with individuals of groups	8	2	
VI. <u>Experiences Involving a High Proportion of Non-Text Materials as Sources of Information</u>			
1. Special interest reading	10		
2. Audio-visual materials	10		
3. People as informational resources	2	4	
4. Trips	6	3	
5. Polls of information and opinion on current issues	8	1	
6. Surveys of conditions and problems in school or community	6	2	1
VII. <u>Reviewing or Summarizing Experiences</u>			
1. Game and quiz programs	9	1	
2. Outline or summary	7	4	
3. Summarizing discussion	10		
4. Preparation of a summarizing bulletin board display	8	2	

CHAPTER II

DESIRABLE LEARNING EXPERIENCES

FOR TEACHING SOCIAL STUDIES FOUND IN LITERATURE

Social studies programs are now well established in schools and colleges. These programs function in a variety of ways. But regardless of what direction taken, the primary purpose is that of providing experiences for the development of good citizens to participate in a democratic society.

As a background for considering the type of learning activities provided in social studies programs of the public schools, it was necessary to examine what some authorities in the field of social studies have to say about the learning experiences for children in social studies activities.

Statements of Social Studies Authorities

Since the participation by all in affairs that concern all is a basic principle of democracy, education, both in school and out, should provide maximum participation of boys and girls in affairs that concern them. The principle applies in the home, in the community, in work and in recreation, in political life and in group activities. Certainly it applies throughout school activities, and implies that the school should gear into life outside the school whenever possible. Personal experience is the most powerful teacher in school as well as out. A good school program in a democracy will accordingly draw upon and deliberately expand desirable experience as much as it can in the classroom, assembly, student affairs-including student government - in co-curricular organizations and in community contacts and activities. Trips and guided observation, surveys and study of immediate community, speakers from governmental and social service agencies, participation in youth organizations and in such programs as those of the Junior Red Cross, the Red Feather agencies, the

Junior Historians and many community enterprises offer opportunity for practical and practicing citizenship.¹

The proponents of an "experience curriculum" and of a school program that concentrates on the immediate personal problems of children and youth and emphasizes group processes and life adjustment, appear to be attacking the value or the practicability of including much vicarious experience in the curriculum. The statement that "I teach children not subjects," the concept of the "child-centered school" and proposals that call attention to the value of direct experience are helpful correctives to a curriculum and to teaching procedures oriented too much to academic subject matter and not enough to the needs of society, to the needs of boys and girls, and to the requirements of the teaching-learning process.²

From the moment of birth, even from the beginning of embryonic life, heredity factors are fixed, and nothing can be done to change them. If growth is to be influenced it must be through environmental channels. It has often been said that experience is the best teacher. That cannot but be true, for experience is the only teacher. If the growth of the organism is influenced in any way except through its experience, the result is not learning it is inheritance.

With these things in mind it should be clear, then, that the function of the school is to provide an environment which will result in influencing growth to a greater degree, and in more desired directions, than would result from the experience the learner would ordinarily come to have. The curriculum and methods of teaching are no more than provisions by means of which appropriate educative experiences are assured.³

1. Charles A. Beard, A Charter for the Social Sciences in the Schools, p. 93. New York: Charles Scribner's Sons, 1932.

2. Ryland W. Crary, Education for Democratic Citizenship, p. 75. Washington: National Council for the Social Studies, 1951.

3. Marie A. Mehl, Herbert H. Mills and Harl R. Douglass, Teaching in Elementary School, p. 41. New York: The Ronald Press Company, 1950.

4. Elizabeth Vernon Hubbard, Your Child at School, p. 77. New York: The John Day Company, 1942.

The child to be effective in situations involving social relations must:

1. Be able to function as a member of the various groups of which he is or will be a part.
2. Be competent in dealing with such problems as arise in these groups.
3. Have developed such attitudes as will permit a careful consideration of these problems.
4. Be able to locate and utilize such materials as will bear upon these problems.

With these needs as a basis the curriculum involving experiences in social relations is to be built.⁴

Through first hand experiences, through contact with other places, people, their lives and occupations, the orientation and the interest of the children are widened. Trips furnish basic material for language, number, reading, and writing as well as for social understanding and for creative expression in building, shop work, rhythms, and original songs. Discussion and reproduction in various activities help to develop clear thinking and discrimination.⁵

Provision should be made for a variety of experiences calling for individual committee and group work-Reading is only one way of gathering data. Although a very important one. It has been utilized in social studies classrooms in the past almost to the exclusion of all other types of experience, and the individual with limited verbal ability has had a difficult time in succeeding. In spite of its excellence, reading is only a vicarious source and does not compare with first hand experience as an educative process. Excursions into the community, interviews, community surveys, making statistical tables and graphs from raw data, carrying on experiments, observation, writing for materials and corresponding are all ways of gathering information at first hand. Opportunity should also be provided for

4. J. Murray Lee and Dorris May Lee, The Child and Curriculum, p. 296. New York: Appleton-Century Crafts, Inc., 1950.

5. Elizabeth Vernon Hubbard, Your Child at School, p. 77. New York: The John Day Company, 1942.

young people to work together in small groups, to plan, organize and carry through a project to completion. More students get a chance to develop leadership qualities when the class is divided into small groups.⁶

The classroom can become a laboratory for practice in techniques of democratic group discussion. Discussions can be led by members who have made careful preparation. Group members can take turns in this experience. Discussions of controversial issue may be conducted within the framework of parliamentary procedure.⁷

As children engage in group planning, they clarify purposes and needs. Planning periods lead to the development of work standards, behavior check lists and tests of information as real needs for them arise.⁸ Group planning is democratic and is a vital process in democratic living and should be given consideration.⁹

The modern elementary school program emphasizes the creative aspect of experience. We have learned that directed experience gives reality learning and that effective teaching uses all available sources. The activities engaged in a community school are like its program constantly changing to meet emerging community needs. Experiences should be provided to give children greater opportunities for developing social understanding at their own level of learning.¹⁰

Experience units in social studies are based upon the interests and needs of the children and should be derived from democratic teacher-pupil planning.¹¹

6. I. James Quillen and Lavone A. Hanna, Education for Social Competence, pp. 211-212. New York: Scott Foresman Company, 1948.

7. Jack Allen, The Teacher of the Social Studies, pp. 126-128. Washington: National Council for the Social Studies, 1952.

8. John U. Michaelis, Social Studies for Children in a Democracy, p. 376. New York: Prentice Hall, Inc., 1950.

9. Ibid., p. 148.

10. Maurice P. Moffatt and Hazel W. Howell, Elementary Social Studies Instruction, pp. 344-345. New York: Longmans, Green and Company, 1952.

11. Ibid., p. 174.

Social education includes experiences designed to help individuals improve their relationships in group living. General education should provide those experiences which will enable all young people to participate competently in group living.¹²

If learning experiences involve firsthand materials, direct experiences, and sensitization of students to values, then they may make major contributions to the democratic relations for which educators strive.¹³

Formal reading and reciting programs are being replaced by programs that provide opportunities for social interaction. Dramatic representation, rhythmic expression, field trips, construction and group research have a place in social studies activities. Group processes are being stressed through group planning, action and evaluation. Discussion is being used to promote the solution of problems of group concern, not to recite facts. Textbooks, audio-visual materials, and community resources are selected and used as needed to solve problems of significance to the group. Individual needs are being met more effectively through the use of varied experiences.¹⁴

Evaluation in social studies is the process of determining the kind and extent of change in the behavior of children that result from experiences designed to promote social learning.¹⁵

Rich and successful experiences give children a chance to live and work and grow together as democratic citizens.

Children should engage in group planning as it is a vital process in democratic living. Group planning leads to the develop-

12. I. James Quillen and Lavone A. Hanna, Education for Social Competence, p. 106. New York: Scott Foresman Company, 1948.

13. Hilda Taba and William von Til, Democratic Human Relations, p. 48. Washington: National Council for the Social Studies, 1945.

14. John U. Michaelis, Social Studies for Children, pp. 27 - 28. New York: Prentice Hall, Inc., 1950.

15. Ibid., p. 374.

ment of work standards, behavior, check lists and tests of information as real needs for them arise.

The classroom should become a laboratory for practice in the techniques of oral participation and listening experience. Discussions can be led by members who have made careful preparation. Group members should take turns in this experience.

Provision should be made for a variety of music experiences such as, listening, singing, playing instruments, rhythms and creating.

The modern elementary school program emphasizes the creative aspect of experience. It has been learned that such experiences as drawing, construction, and exhibit experiences give reality to learning.

Written experiences are important first hand experiences that should be provided for children.

Experiences involving a high proportion of non-text materials as sources of information are selected and used as needed to solve problems of significance to the group.

It is very necessary that children have the experiences of reviewing and summarizing.

CHAPTER III

PROCEDURE AND SOURCES OF DATA

A questionnaire was constructed and sent to selected schools in two adjoining counties of Tennessee, namely, Robertson and Montgomery. A limited sampling of what learning experiences are being provided in the fifth grade through the social studies program was determined by using the following schools for the study: Two one-teacher schools in Montgomery County and two in Robertson where the fifth grade is taught by the same teacher who teaches all of the other grades that are taught at that particular school, two in each county where the fifth grade is taught by a teacher who teaches one or more other grades also, two in each county where a teacher teaches only one section of the fifth grade.

The supervisor of schools in Robertson County selected the schools and teachers from that county to be used in the study. Robertson County has no one-teacher schools which might have been selected for the study.

The supervisor of schools in Montgomery County selected the schools and teachers from that county to be used in the study. Montgomery County has only one school in which all of the fifth grade and no other grade is taught by the same teacher.

PRESENTATION OF DATA

Thirteen questionnaires were sent. The recipients of these questionnaires were certain teachers who were at the present time teaching fifth grade social studies.

Twelve of the questionnaires were returned. Eleven were checked before being returned. One was returned with the explanation that all grades were taught at that school but there were, at the present time, no children in the fifth grade.

The data gathered by the questionnaires are discussed in the categories listed earlier.

Group Planning

Planning by children under the direction of the teacher is done in nine of the groups often and in one seldom. Planning by committees of the children's choice with the teacher as a helper is done in four of the groups often and in seven seldom.

Oral Participation and Listening Experiences

Children participate in class discussion in ten of the situations often. Panels, round tables, forums or meetings are conducted in four cases often, in two seldom and in one never.

Reports, floor talks or informal lectures are given by children in ten situations often and in one seldom. Pupils dramatize in six

groups often and in five seldom, but from two groups children have never participated in a broadcast.

Music Activities

The children in all groups listen to music and sing songs often. Two groups play instruments often, five seldom, and one never. But eight do rhythms often. Only one group never used rhythms. Music is created by fifth grade pupils in five of the schools often, in two seldom and in two never.

Drawing Construction and Exhibit Experiences

Illustrations are made by nine groups of children often, and by one seldom. Pupils in three situations make costumes often, four seldom and two never. Pictures are made by seven groups of children often but four seldom make them. In seven situations pupils interpret statistical information by graphs or charts often, and in two seldom. Cartoons and comic strips are made often by five groups of pupils, by two seldom and by two never. In nine of the situations children prepare models, collections and exhibits, while in one they are never prepared.

Written Experiences

In nine schools children make factual reports of research, written projects involving combination of facts and interpretation, expressions of opinion with supporting evidence, take notes, and

communicate with individuals or groups often, in one seldom, and one never.

The purpose of this study has been to determine the types of learning Experiences Involving a High Proportion of

pupils through Non-Text Materials as Sources of Information

certain In ten groups children do special interest reading and use audio-visual materials often. People are used as informational resources in two classes often and in four seldom. Trips are taken often by fifth grade children in six schools and in three seldom. Polls of information and opinion on current issues are taken by eight groups of children often and by one seldom. Fifth grade children of six schools make surveys of conditions and problems in school or community often, in two seldom and in one never.

struction, and exhibit experiences (5) written experiences

Review or Summarizing Experiences

(6) experiences involving a high proportion of non-text materials

as sources of information (7) and reviewing or summarizing experiences.

Game and quiz programs are given by nine classes often, and by one seldom. An outline or summary is made by seven groups of children often and by four seldom. Pupils in ten groups make summarizing discussions often. Eight groups prepare a summarizing bulletin board display often and two seldom.

It was necessary to read related literature in the field of social studies to determine what some authorities have to say about learning experiences for children in social studies activities.

The chief sources of information were: questionnaires sent to selected schools in Robertson and Montgomery Counties; reading of related literature.

SUMMARY AND CONCLUSIONS

The purpose of this study has been to determine the types of learning experiences that are being provided for fifth grade pupils through an examination of the social studies program in certain selected schools of Montgomery and Robertson Counties.

An effort has been made to give an analysis of the type of learning activities being used in fifth grade social studies programs in certain selected schools of Montgomery and Robertson Counties.

The experiences mentioned in this study fall into the general categories of : (1) group planning (2) oral participation and listening experiences (3) music activities (4) drawing, construction, and exhibit experiences (5) written experiences (6) experiences involving a high proportion of non-text materials as sources of information (7) and reviewing or summarizing experiences.

It was necessary to read related literature in the field of social studies to determine what some authorities have to say about learning experiences for children in social studies activities.

The chief sources of information were: questionnaires sent to selected schools in Robertson and Montgomery Counties; reading of related literature.

A summary of the more significant findings of the review of related literature follows:

Reading is only one type of experience, although a very important one. It has been used with children in the past almost to the exclusion of all other types of experience. The child with limited verbal ability has had a difficult time in succeeding. Even though reading is a very important type of experience, first-hand experience is a far more valuable educative process than reading.

Children should engage in group planning as it is a vital process in democratic living. Group planning leads to the development of work standards, behavior, check lists and tests of information as real needs for them arise.

The classroom should become a laboratory for practice in the techniques of oral participation and listening experience. Discussions can be led by members who have made careful preparation. Group members should take turns in this experience.

Provision should be made for a variety of music experiences such as listening, singing, playing instruments, rhythms and creating.

The modern elementary school program emphasizes the creative aspect of experience. It has been learned that such experiences as drawing, construction, and exhibit experiences give reality to learning.

Written experiences are important firsthand experiences that should be provided for children. Experiences involving a high proportion of non-text materials as sources of information are selected and used as needed to solve problems of significance to the group.

It is very necessary that children have the experiences of reviewing and summarizing.

All of the pupils have the experience of reviewing or

A Summary of the Data Collected by the Questionnaires

The data and the analysis presented in this study are a very limited sampling of the learning experiences that fifth grade children of Montgomery and Robertson Counties have for developing their social studies activities.

The results of this study revealed that the fifth grade

The questionnaire returns reveal that, in general, the children of the selected schools have a chance to participate in desirable learning experiences often. It was observed that group planning is being done by most of the children with the teacher as a helper or by the children under the direction of the teacher.

The data pointed out that the pupils participate in oral and listening experiences in all but two of the cases studied.

It was found that children share in music activities in most groups often. Only two groups of pupils never participate in music experiences of any type.

The results of the data revealed that drawing, construction, and exhibit activities are shared by boys and girls in nine of the situations.

Only one teacher indicated the use of no written activities in any form.

Ten of the groups have experiences involving a high proportion of non-text material as sources of information.

All of the pupils have the experience of reviewing or summarizing.

The information revealed by the questionnaires demonstrate that all groups of children used in this study except two have a chance to participate in desirable learning experiences.

The results of this study revealed that the fifth grade teachers in the selected schools of Robertson and Montgomery Counties are providing desirable learning experiences for the children. Most of the groups used in this study have a chance to participate often in experiences that are considered desirable by authorities in the field of social studies.

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1. Making (Making)
 2. Costumes (Making)
 3. Mounting pictures
 4. Interpreting statistical information by graphs or charts
 5. Making cartoons and comic strips
 6. Preparing models and collections
 7. Using exhibits

APPENDIX A

Questionnaire Checked by the Teachers
and a Tabulation of the Results

	<u>Often</u>	<u>Seldom</u>	<u>Never</u>
I. <u>Group Planning</u>			
1. Planning by children under the direction of the teacher	9	1	
2. Planning by committees of the children's choice with the teacher as a helper	4	7	
II. <u>Oral Participation and Listening Experiences</u>			
1. Class Discussion.	10		
2. Panels, round tables, forums or town meetings.	4	2	1
3. Presenting reports, floor talks or informal lectures	10	1	
4. Dramatizations	6	5	
5. Broadcasts.		4	2
III. <u>Music Activities</u>			
1. Listening	11		
2. Singing.	11		
3. Playing instruments	2	5	1
4. Rhythms.	8		1
5. Creating	5	2	2
IV. <u>Drawing, Construction and Exhibit Experiences</u>			
1. Illustrations (Making).	9	1	
2. Costumes (Making).	3	4	2
3. Mounting pictures	7	4	
4. Interpreting statistical information by graphs or charts.	7	2	
5. Making cartoons and comic strips	5	2	2
6. Preparing models and collections	9		1
7. Using exhibits	9		1

Often Seldom Never

V. Written Experiences

1. Factual reports of research	9	1	1
2. Written projects involving combination of facts and imagination	9	1	
3. Expressions of opinion with supporting evidence	9		
4. Taking notes	9	1	1
5. Communication with individuals or groups	8	2	

VI. Experiences Involving a High Proportion of
Non-Text Materials as Sources of Information

1. Special interest reading . . . . .	.10		
2. Audio-visual materials . . . . .	.10		
3. People as informational resources . . . . .	.2	4	
4. Trips . . . . .	.6	3	
5. Polls of information and opinion on current issues . . . . .	.8	1	
6. Surveys of conditions and problems in school or community . . . . .	.6	2	1

VII. Reviewing or Summarizing Experiences

1. Game and quiz programs . . . . .	.9	1	
2. Outline or summary . . . . .	.7	4	
3. Summarizing discussion . . . . .	.10		
4. Preparation of a summarizing bulletin board display . . . . .	.8	2	

Teachers teaching only one section of the fifth grade:

Mrs. Marion Wooten
Smith Elementary SchoolMrs. Hartwell Hayes
Moore Elementary School

Robertson County Teachers

Teachers teaching the fifth and other grades:

Mrs. Ray Perry
North Robertson SchoolMrs. Carl Taylor
Barren Plains School

APPENDIX B

Supervisors of Schools Used in the Study

Mrs. Mildred Lawrence
Supervisor of Schools
Robertson County

Mrs. Lucille Dugger
Supervisor of Schools
Montgomery County

Teachers and Schools Used in the Study

Montgomery County Teachers

Teachers teaching all grades:

Mrs. Louise Hobbs
Oakwood School

Mrs. Albert Jones
Poplar Grove School

Teachers teaching the fifth and other grades:

Miss Barbee Batson
Kirkwood School

Mrs. Christine Gupton
Fredonia School

Teachers teaching fifth grade only:

Mrs. Robert Wyatt
Central School

Teachers teaching only one section of the fifth grade:

Mrs. Marion Wooten
Smith Elementary School

Mrs. Hartwell Hayes
Moore Elementary School

Robertson County Teachers

Teachers teaching the fifth and other grades:

Mrs. Ray Perry
North Robertson School

Mrs. Carl Taylor
Barren Plains School

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APPENDIX B (CONT'D.)

Teachers teaching only the fifth grade:

Mrs. Mariana Thedford
Greenbrier School

Mr. E. W. Bottoms
Greenbrier School

Teachers teaching only one section of the fifth grade:

Miss Elizabeth Dorris
Cross Plains School

Mrs. W. B. Ellis
Cedar Hill School

er Mrs. Lawrence:

I am a fifth grade teacher at Roosevelt School in Mont.
gomery County.

In connection with my graduate work at Austin Peay State
College, I am making a study to determine the types of learning
experiences that are being used in teaching social studies.

I will be most grateful to you if you will send me the
name and address of the following teachers in Robertson County
that I may use in the study:

(1) Two teachers who teach the fifth grade and all other
grades that are taught at that school.

(2) Two teachers who teach the fifth and one or more
other grades.

(3) Two who teach the fifth grade only.

(4) Two who teach just one section of the fifth grade.

Yours sincerely,

Mrs. Mabel Thomas

APPENDIX C

Springfield, Tennessee
Route 4
Clarksville, Tennessee
December 7, 1952

Dear Mrs. Thomas:

Mrs. Mildred Lawrence
Springfield, Tennessee

Dear Mrs. Lawrence:

I am a fifth grade teacher at Roosevelt School in Montgomery County.

In connection with my graduate work at Austin Peay State College, I am making a study to determine the types of learning experiences that are being used in teaching social studies.

I will be most grateful to you if you will send me the name and address of the following teachers in Robertson County that I may use in the study:

(1) Two teachers who teach the fifth grade and all other grades that are taught at that school.

(2) Two teachers who teach the fifth and one or more other grades.

(3) Two who teach the fifth grade only.

(4) Two who teach just one section of the fifth grade.

Sincerely yours,
Yours sincerely,

Mildred B. Lawrence

Mrs. Mabel Thomas

APPENDIX C

Springfield, Tennessee
December 30, 1952

Dear Mrs. Thomas:

I was so busy before our holidays that I did not have time to answer your letter. We had two German exchange teachers in our county for a month, and I was busy with them day and night. Work has really piled up, too!

According to your letter, you want two teachers in a One-Teacher School. We do not have any One-Teacher Schools left, thank goodness!

Mrs. Roy Perry, Rt. 6, Springfield, teaches Fifth and Sixth Grades in a Three Teacher School. Mrs. Carl Taylor, Rt. 4, Springfield, teaches Fifth and Sixth Grades in a Four Teacher School.

Mrs. Mariana Thedford, Greenbrier, teaches only Fifth Grade in an Eleven Teacher School. Mr. E. W. Bottoms, Greenbrier, teaches the other section of Fifth Grade at the same school.

Miss Elizabeth Dorris, Cross Plains, teaches the only Fifth Grade at her school. Mrs. W. B. Ellis, Cedar Hill, teaches the only Fifth Grade at her school. These teachers teach in Seven and Eight Teacher Schools.

We have gone a long way in consolidation in our county, and we are proud of the progress.

Sincerely yours,

Mildred R. Lawrence

APPENDIX C

Route 4
Clarksville, Tennessee
January 11, 1953

Dear Teacher:

I realize that the responsibility of the development of good citizens for our democracy rests heavily upon the social studies teachers. I also realize that this development depends upon the learning experiences that pupils have.

In connection with my graduate work at Austin Peay State College, I am making a study to determine what learning experiences are being used in teaching the social studies. I am more interested in the fifth grade as that is the grade I teach.

I will be most grateful to you if you will help me by checking the enclosed questionnaire and returning to me at your earliest convenience, not later than January 30, 1953.

Sincerely yours,

Mrs. Mabel Thomas